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AUTHOR Zimmerman, Ruth E.
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ABSTRACT

Operations at the Boston Center for Blind Children's day preschool for visually-impaired, multihandicapped children (3- to 8-years-old) are described. The following stages of evaluation and planning are identified: development of a treatment plan based on performance in the developmental areas of self-help, language, motor skills, socialization, and orientation and mobility; weekly review of the child's treatment plan of activities; team reevaluation meeting every 16 weeks in which consultants and all staff working with the child discuss his preschool progress. Staff roles are discussed for the head teacher, assistant teachers (one head teacher and two assistants for every six children), student teachers, and parents. It is noted that the day preschool classroom resembles most classrooms for normal preschoolers and that standard toys and equipment are used, although an emphasis is placed on toys that encourage fine motor and manipulative skills, on sound producing toys, and on toys that have interesting shapes and textures. Appendixes, which comprise approximately half of the document, include a sample list of educational goals; the educational evaluation procedure of the day preschool (methods and objectives are specified); the preschool schedule; and lists of toys, records, books, and pamphlets. (GW)

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A CLASSROOM PROGRAM

RUTH E. ZIMMERMAN, B.A., M.ED.
SPECIAL EDUCATOR

MAY 24, 1974

BOSTON CENTER FOR BLIND CHILDREN
147 SOUTH HUNTINGTON AVENUE
BOSTON, MASSACHUSETTS 02130

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Ruth E. Zimmerman, B.A., M.Ed.
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Boston Center for Blind Children

A CASE OF NEED

Jimmy was 8 months old when his parents were told he was blind. He was the product of his mother's third pregnancy. Her prior pregnancies resulted in one stillborn child, and one child who died just after birth. All of her pregnancies were difficult, with early deliveries. Jimmy was the most premature of all, and his parents did not really expect him to live. For the first two months of his life, Jimmy was maintained in oxygen, which, although it was never over 30%, resulted in blindness.

During the first two years of his life, Jimmy's mother looked for help in rearing her blind child, but met with nothing but frustration. Each doctor had a different prognosis for Jimmy, some saying his development was fine, others saying that he could probably never be educated. When Jimmy reached preschool age his parents actively looked for programs which might be appropriate for him. They found nothing to their satisfaction in their hometown.

Jimmy's parents next turned to a school for the blind. However, Jimmy was not ready to enter the school. At five years of age, he was a fearful child, afraid to leave his mother, becoming emotionally upset when taken into a new situation or environment. He did not like being outdoors and would cry if taken outside for any length of time. His language was basically echolalic or repetitive. He would only eat certain foods, and he had not yet learned to bite or chew. Jimmy needed a preschool experience, concentrating on developing self-help skills, sociability, language and increased independence, confidence and initiative.

Jimmy entered the day preschool in the Spring of 1972. He came to school four days a week from 9 a.m. to 3 p.m. An individualized program was prepared for him, at first designed to make him feel comfortable and secure in school, and later revised to include activities to enhance his development in language, self-help, and social skills. It was "rough going" at first, and it was not until the next winter that Jimmy began to show real progress. By Spring, 1973, he could adjust to new situations, without becoming upset, he would verbally express his needs and answer questions, he seemed to enjoy playing outside, and he was beginning to chew his food. Jimmy entered the kindergarten of the School for the Blind in the fall, 1973.

All children, no matter what their handicapping condition(s) may be, or the severity of their handicaps, deserve the opportunity of an education. The earlier handicapped children begin a school program, the better, for often they need to be encouraged to develop the most elementary of skills such as talking, walking, eating, and playing.

For three years, the Boston Center for Blind Children has been operating a day preschool for visually impaired, multi-handicapped children, three to eight years of age. Our major concern in the day preschool is in helping each child achieve his full potential. Hopefully, by encouraging the development of specific skills in the preschool, each child will be prepared for a continuing school experience and will be accepted into another school system, whether this be public or private.

EVALUATION AND PLANNING

How do we help a child achieve his full potential? How do we begin? When a child is referred to the day preschool, one of the first things we do is invite the family to visit the school to see the classroom and meet the staff and other children. If the parents are interested, an application is completed and records collected from doctors and other agencies who have seen the child. Once the paperwork is compiled, the child attends the day preschool for a six day evaluation period. We encourage the parents to come to school daily with their child. This not only helps the child feel more secure, it is also a great help to the teachers. It should be stressed that this evaluation period is not only for the staff to assess the child's development, but also for the parents to evaluate the preschool as a possible placement for their child. During this period, the child is included in all classroom activities as well as seen in individual sessions by the teacher. Staff consultants (pediatrician, child psychiatrist, psychologist) also meet with the child and his parents. A placement conference is then held, and if it is deemed to be in the child's best interest, he is accepted into the day preschool.

When a child is accepted into the day preschool, a specific educational plan based on information from the evaluation is set up for him. As much information as possible is taken into consideration. Jimmy's eye report, for example, stated that he is totally blind due to retrolental fibroplasia,

RLF, with secondary glaucoma. Essentially this means that, in addition to standard preschool activities, he needs help in developing tactile skills, hand manipulative skills, and auditory and listening skills. In addition, it helps to understand about the eye disease itself. RLF is a disease of the retina, usually affecting both eyes, occurring most frequently in premature babies who receive excessive oxygen. Glaucoma is increased pressure within the eye caused by accumulation of aqueous fluid. Glaucoma is often treated by eyedrops to relieve the pressure or perhaps by enucleation (surgical removal of the eyeball). Jimmy's report states that his left eye was removed when he was four years old, and replaced with a prosthesis (glass eye), and that he receives drops in his right eye to relieve the pressure. The teacher must learn to put drops in Jimmy's eye and to be on the alert to detect if Jim is feeling pain from the pressure in his eye. She should watch for eye-poking (holding a finger in the eye) and cranky or fussy behavior on Jim's part. Another thing to be aware of is Jim's prosthesis. It may come out during the day, or Jimmy might take it out. Can he replace the eye himself, should the teacher replace it, or just send it home at the end of the day? These are all questions which must be answered.

In setting up Jimmy's treatment plan, the teacher must first establish how he performs in the various developmental areas. The Developmental Teaching Guide is the scale used to ascertain his accomplishments. Detailed steps in acquiring: (1) self-help (dressing, eating, bathroom); (2) language (receptive and expressive); (3) motor (gross, fine); (4) social, and (5) orientation and mobility skills are outlined in natural developmental progression. This teaching guide was designed specifically for use with multi-impaired, visually handicapped preschoolers. By using the guide the teacher can assess at what level the child is functioning and in what areas the child needs work. Jimmy's assessment in self-help (eating) was as follows:

+ = he can perform the task

- = he cannot perform the task

Chews Well

- 7-1 + Mouths or tongues junior foods and semisolids
- 7-2 + Begins to move food into chewing position
- 7-3 - Tongues and begins to chew bite-size table foods
- 7-4 - Chews and swallows bite-size table foods

Bites Well

- 8-1 + Bites on teething ring, small objects or fingers
- 8-2 - Bites on lollipop, cookie or cracker
- 8-3 - Bites and chews small pieces of table food
- 8-4 - Coordinates biting, chewing, swallowing without gagging

Accepts a Variety of Foods

- 9-1 + Accepts familiar diet
- 9-2 + Accepts new foods when combined with familiar food
- 9-3 - Accepts new foods when separate from familiar foods

Spoon Feeds Self

- 10-1 + Guides spoon to mouth
- 10-2 + Places spoon into bowl
- 10-3 + Returns spoon to bowl
- 10-4 - Scoops food onto spoon
- 10-5 - Uses spoon well with solids (e.g. pudding)
- 10-6 - Uses spoon well with liquids (e.g. soup)

Drinks from Cup

- 11-1 + Drinks from cup when held for him/her
- 11-2 + Helps hold cup
- 11-3 + Holds cup securely with two hands
- 11-4 + Guides cup to mouth without spilling
- 11-5 + Holds cup for drinking, releases aimlessly
- 11-6 + Holds cup for drinking, sets down with some difficulty
- 11-7 + Picks up and replaces cup to table without spilling

From this assessment, the teacher can quickly see that Jimmy needs work in learning to chew and bite and guidance in using a spoon to scoop food. His use of a cup for drinking is fine. Therefore, some feeding goals for Jimmy might be that he: (1) bites on a cookie, cracker or lollipop; (2) uses a spoon well with solids (e.g. pudding). The teacher then sets up activities to enhance the development of the above skills. To do this, she can turn to the activity file, which contains cards of activities for the skills outlined on the Developmental Teaching Guide.

Thus, educational goals are established and a treatment plan of activities are drawn up in each of the five developmental teaching areas. At this point, the parents and teaching staff get together to go over the child's goals and treatment plan. (See Appendix 1 for sample of Educational goals.) In this way, the parents can see exactly what is being worked on in school. The parents are asked to critically review the educational goals and any suggestions they have are incorporated. For example, Jimmy's parents were quite eager that he learn to snap and unsnap his slacks so that he could use the bathroom without needing to locate one of his parents to undo his pants and then do them up again when he finished. This was established as a goal and incorporated into his treatment plan of activities. The parents are given a copy of their child's educational goals to take home with them. Usually the parents and teacher jointly discuss a couple of activities that the parents will work on at home as well.

At the close of each week, each child's treatment plan of activities is reviewed. How is Jimmy doing on the trampoline? Will he bounce on his knees? If so, is he ready to learn to do knee drops? Often activities that are extremely successful with one child, bring nothing but frustration to the next. Activities must be planned accordingly.

In addition to the weekly review, every 16 weeks a team revaluation meeting is held for each child. Consultants and all staff working with the child discuss his progress in the preschool. The child's past goals and treatment plan of activities are discussed and new and revised goals and activities for the next 16 week period are worked out. If it is felt the child will soon be ready to leave the preschool, possible placement is discussed, and plans are initiated. Again, all of this is shared with the parents. (See Appendix 2 for an outline of the Day Preschool Evaluation Process.)

STAFFING AND STAFF RESPONSIBILITIES

Because no two of these multi-handicapped children are functioning at the same level, it is especially important to have a good staff-to-child ratio. The Center's day preschool staff consists of one teacher and two assistants for six children. The responsibilities of the assistants are multiple. Each assistant has a group of three children of whom she is in charge throughout the day. The assistant is thoroughly familiar with each of her child's educational goals and treatment plans. She, in cooperation with the teacher, plans activities for her group of children. In addition to these group activities, much time is spent on self-help skills. This occurs as part of the daily routine. For example, arrival, dismissal, getting ready to go outside, finding cubbies with coats and boots, all involve dressing and undressing. Toileting and handwashing occur throughout the day, and with two snacks and lunch, quite a bit of effort can be spent on feeding skills for those children who need it.

The head teacher sees each child individually for at least a half hour daily. During these individual meetings, she works with the child on activities designed to enhance or encourage specific skills. There are days when the teacher has to toss all planned activities aside. Either she cannot get the child to concentrate, the child does not feel well, or the teacher has chosen activities that are too difficult for the child. On the other hand, there are days when this individual time is invaluable; when activities are stimulating and fun, the child is interested in the activity and completes it successfully, giving him and the teacher a feeling of real accomplishment and pride. Most of the children truly enjoy their individual time with the teacher. It is their "special" time, planned especially for them away from the noise and distraction of the other children.

The head teacher also plans certain times during the day when she sees children in groups of 2 or 3. These group meetings are designed to encourage various social skills such as sharing, taking turns, physical interaction in circle games and so forth. (A copy of the day preschool schedule can be found in Appendix 3.)

A very important part of our team are the full and part-time student teachers from graduate programs at Boston College. Once a year, for an eight week period, we have a full-time student teacher from the Educators of the Visually Handicapped program. In addition, throughout the year, we have several part-time student mobility instructors to work with the children. They concentrate on pre-mobility skills with our children (e.g. body awareness, concepts of location and direction), and some travel skills. Although planning with and supervising student teachers means additional work on the teacher's part, it is certainly worth the effort in terms of what the student teachers bring both to the children and our staff (e.g. new ideas, methods, approaches, etc.)

Other invaluable members of our team are the parents. We encourage the mothers and/or fathers to come and spend a day in school at least once a month. Very often, they come more frequently than that. We found when parents first come to spend a day they seem most comfortable observing the children and staff. As they visit more frequently, they become interested in helping with the children. In the day preschool, parents felt most comfortable if they were given quite a bit of direction in working with the children, and we plan accordingly. When we know a parent is going to be in, we schedule the parent right into the day, assigning certain children to her/him. In addition, a list of activities is drawn up that the parent can do with each child she/he is with. It does not take very long before each parent feels quite comfortable in school and becomes an invaluable working member of our team.

FACILITIES AND EQUIPMENT

Anyone walking into the day preschool would quickly notice its striking similarity to most preschool classrooms. The walls are painted in bright colors, with decorations and art work hanging here and there. There are the usual cubbies for coats, and the closets and shelves are loaded with Playskool, Fisher-Price, Creative Plaything toys, puzzles and blocks. A record player and a pile of albums, picture and story books, a closet full of art materials (scissors, finger paints, crayons, paste, paper, fabrics and other odds and ends), a variety of large toys for riding, climbing, rocking, and the standard sturdy tables and chairs are found in the preschool. Although the children are visually handicapped, this does not mean that a "special" environment must be created for them. Naturally, their visual handicaps are taken into consideration when equipping a classroom, but most standard toys and equipment are suitable. Stacking toys, nesting toys, blocks, beads, puzzles, lacing toys, construction sets, are all standard toys that can be used with visually impaired children to encourage fine motor and other manipulative skills. Sound producing toys and musical instruments are a great hit with most of the children. Toys and materials that have interesting shapes and textures are intriguing to the children. Some of the most successful educational materials are old coffee cans, egg cartons, nearly empty cologne bottles, styrofoam packing material, odd pieces of left-over sewing fabric, and other household materials. Of course, there are toys and materials that are designed specifically for the visually handicapped and these are quite useful. However, many of the materials designed for use with visually handicapped are for academic activities such as braille writing and reading.

One thing to take into consideration when equipping a preschool for visually handicapped is the child who is not totally blind, but does have some useful vision. It is best to encourage a child to use what remaining

vision he does have. Materials that encourage eye-hand coordination are important. Picture books should have pictures with limited background detail and should be in bold, dark colors. Materials that are visually confusing will most likely frustrate a child with residual vision.

Big toys and equipment are very important to encourage gross motor skills. Climbing toys and toys to crawl into and out of help a visually impaired child develop better agility and body awareness. Riding toys, toys that he can manipulate and move through space, rocking toys and equipment that he can roll around in are good to have. Riding a tricycle can be as thrilling for a totally blind child as for a sighted child, especially if he is given an uncluttered space to ride in. One fun thing to do with a tricycle is to prop up its wheels so that it remains stationary when peddled, and attach a piece of cardboard against the spokes so that it makes a great clicking noise as the child peddles.

A trampoline has been a favorite piece of equipment with all our preschool children. At first many of them were hesitant and afraid of the trampoline and its reaction to their bodily movement, but with methodical, careful exploration, and guided experimentation, they have all become quite agile on the trampoline. It is a great piece of equipment for developing body awareness with these children. The systematic arrangement of equipment within the classroom is important. In the day preschool, for example, the tables used for snack and table activities are located at one end of the room. An 8x10 foot shag rug at the opposite side of the room is where we have morning circle. The shag rug is easy for the children to find, defines the space where we all sit for circle, and, in addition, is comfortable to sit on. On another rug sits all the large play equipment such as the rocking boat, big plastic climbing ball, the tricycle, rocking horse, etc. During the day this equipment becomes scattered around the room, but it does have a defined area where the children know they can find large play toys. Once the children learn the set up of

the room, where the big play toys are kept, where to go for snack, where to find the blocks, they scurry around seeking out the toys and objects they want to play with.

It is not possible to adequately describe in writing a preschool program for the multi-handicapped. To get a good understanding of the program, the preschool and the children must be seen. Those of you who are interested, are encouraged to pay us a visit. However, since it is not feasible for all of those who are interested to visit, I have attempted a "next best" outline of our basic activities which will, I hope, serve to give some notion of the day preschool program at the Boston Center for Blind Children.

LIST OF APPENDICES

1. Educational Goals (sample list)
2. Educational Evaluation Procedure of the Day Preschool
3. Preschool Schedule
4. Toy List
5. Record List
6. List of Books and Pamphlets

Appendix 1.
EDUCATIONAL GOALS

Child's Name:
Date of Birth:

I. Self-Help

A. Eating

1. scoops effectively without assistance (independent spoon use)
2. verbalizes or gestures for food
 - a. spontaneously for what she really likes
 - b. repeats the name of the food if prompted
3. uses napkin when handed to her

B. Dressing - Undressing

1. puts on socks independently
2. puts on shoes independently (if shown which foot)
3. puts on jacket independently (with hood)

C. Toileting

1. performs sporadically in toilet
2. flushes toilet
3. handwashing
 - a. turns on water
 - b. wets hands
 - c. locates soap
 - d. gets soap in hands
 - e. replaces soap

II. Communication

A. Receptive Language

1. associates names with body parts
2. associates names with toys, objects in school (can hand an object to you on request)
3. responds to simple questions (physically)
4. listens to rhymes and jingles for short periods of time (on tape, records, in person)

B. Expressive Language

1. indicates wants by gestures and verbalizations
2. has vocabulary of 20 words or more - which she uses spontaneously

III. Social Skills

A. Interaction with Adults

1. Imitates actions of others when demonstrated for her

B. Self Awareness

1. can identify gross body parts on self
2. shows preference for playing with certain materials and toys

C. Interactions with Peers

1. beginning to cooperate with peers
 - a. group games - taking turns, sharing
 - b. circle games, holding hands

IV. Motor Skills

A. Gross Motor

1. pedals tricycle
2. throws large ball - overhand throw toward sound sources (person)
3. catches large ball - gets arms ready to catch when told a ball is going to be thrown to her
4. runs - a. pushing merry-go-round; b. holding adult hand
5. pumps self on swings

B. Fine Motor

1. refined pincer grasp (string beads, pick up small objects)
2. coordinates both hands in manipulative skills

V. Orientation and Mobility

- A. Concepts of place, position and direction.
- B. Travels independently in the Center.

EDUCATIONAL EVALUATION PROCEDURE OF THE DAY PRESCHOOL
BOSTON CENTER FOR BLIND CHILDREN

I. Beginning of the Year

<u>Method</u>	<u>Objective</u>
Administration of the Maxfield Buchholz Adaptation of the Vineland Social Maturity Scale.	1. To establish a base score at the beginning of the year to compare with the end of the year. 2. To determine at what level of functioning the mother perceives the child in the following areas: self-help, locomotion, occupation, communication, self-direction, and socialization.
Administration of the Developmental Teaching Guide.	1. To provide a behavior-oriented assessment of skills the child has in the following areas: self-help, communication, socialization, motor, orientation and mobility. 2. To enable the teacher to set up appropriate educational goals for each child. 3. To enable efficient, precise record keeping for each child.
Establish Educational Goals	1. To set up realistic, individualized goals in terms of specific skills to work for with each child in the 16 week period. 2. To determine and help in the development of a treatment plan.
Write a Treatment Plan	1. To set down individualized lessons and activities to encourage the development of specific skills outlined in the educational goals.
Individual Parent Meeting (with teaching staff)	1. To share with the parents goals and treatment plan for their child. 2. To learn the parent's hopes and goals for their child in order to effectively incorporate them into the treatment plan.

II. Every 16 Weeks (Re-evaluation)

Administration of the Developmental Teaching Guide	1. To chart progress and determine whether the child reached the goals during the preceding 16 week period. 2. To re-evaluate the child's skills in the five different areas in order to develop new goals. 3. To aid in the setting up of a treatment plan.
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Educational Evaluation Procedure (Cont'd)

<u>Method</u>	<u>Objective</u>
Establish New Educational Goals	1. To set up realistic goals to work for with each child. These goals are extensions of the previous goals.
Treatment Plan	1. To set down individualized lessons and methods to help the child reach his educational goals.
Parent-Teacher Meeting	1. To share with parents the goals and treatment plan. 2. To incorporate the parents' goals and objectives for their child into the treatment plan.
<u>III. Monthly</u>	
Review the Treatment Plan of Each Child	1. To critique the effectiveness of the treatment plan. 2. To add new lessons and revise activities.
Parent in Class	1. To observe and/or help in class so that each parent may see the methods and techniques used with his own and other children. 2. To foster a better understanding of the child's functioning by both the staff and parents.
<u>IV. Weekly</u>	
Weekly Progress Score	1. Evaluate the child's progress during the week on his treatment plan (based on daily record.)
Review and Expand Treatment Plan	1. To revise and critique the treatment plan of activities.
<u>V. Daily</u>	
Notes on Each Child	1. To record any outstanding behavior or events.
Daily Record	1. To rate the child's progress in the activities outlined in his treatment plan.

Educational Evaluation Procedure (Cont'd)

Method

Objective

VI. End of Year

Re-Administration of the:

Maxfield Buchholz
Developmental Teaching Guide

1. To evaluate the progress the child has made in all areas during the school year.

VII. Periodically Throughout the Year

Teachers visit the Child's Home

1. To see the environment in which the child functions in order to better understand each child.

Appendix 3.

PRESCHOOL SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 9:00	Set up for daily activities	Set up for daily activities	Set up for daily activities	Set up for daily activities	
9:00 9:30	Arrival Good morning Snack	Arrival Good morning Snack	Arrival Good Morning Snack	Arrival Good morning Snack	Home Visits
9:30 10:00 10:00 10:30 10:30 11:00 11:00 11:30	DIFFERENT ACTIVITIES ARE PLANNED FOR ONE HALF HOUR PERIODS, SUCH AS GOING OUTSIDE, GROUP CIRCLE GAMES, ETC. DURING THESE $\frac{1}{2}$ HOUR PERIODS, THE HEAD TEACHER SEES THE CHILDREN INDIVIDUALLY OR IN GROUPS OF 2 OR 3 CHILDREN Wash up Wash up Wash up Wash up				Staff Training Visit other Educational facilities
11:30 12:15	LUNCH	LUNCH	LUNCH	LUNCH	
12:15 12:45	QUIET TIME	QUIET TIME	QUIET TIME	QUIET TIME	
12:45 1:00	Clean up Toileting	Clean up Toileting	Clean up Toileting	Clean up Toileting	
1:00 1:30	Psychiatrist and Staff meeting				Preschool Staff Meeting
1:30 2:00 2:00 2:30	SAME AS ABOVE				
2:30 3:00	Snack Dismissal	Snack Dismissal	Snack Dismissal	Snack Dismissal	
3:00 3:30	Clean up Daily records	Clean up Daily records	Clean up Daily records	Clean up Daily Records	
3:30 4:00	Staff Meeting		Staff Meeting	Staff meeting	
4:00 4:30		Diagnostic or Revaluation Meeting			

Appendix 4.

TOY LISTFINE MOTOR

<u>ITEM</u>	<u>STORE</u>	<u>PRICE</u>
1. Color stacking discs	Hammett's	\$3.50
2. Geometric learnin' shapes	Hammett's	\$7.00
3. Formboards	Hammett's	\$5.75
4. Large colored beads	Hammett's	\$8.00
5. Tinkertoys	Hammett's	\$2.85-\$5.95
6. Mechanics Bench	Hammett's	\$2.50
7. Wooden Pounding Bench	Hammett's	\$5.00
8. Keys of Learning	Hammett's	\$2.50
9. Kittle in the Kegs (Nesting)	Hammett's	\$1.20
10. Nuts 'n Bolts	Hammett's	\$1.20
11. Sculptured Farm Animals	Lakeshore Company	\$3.25
12. Simple puzzles	Lakeshore Company	\$2.30
13. Feel and Match Thickness	Lakeshore Company	\$3.50
14. Feel and Match Textures	Lakeshore Company	\$3.50
15. Playskol Jumbo Beads	Lakeshore Company	\$2.25
16. Dapper Dan	Lakeshore Company	\$10.25
17. Match Pegs	Lakeshore Company	\$3.60
18. Coordination Board	Lakeshore Company	\$2.70
19. Playskol Postal Station	Hammett's	\$6.50
20. The Old Woman Laced in the Shoe	Hammett's	\$4.65
21. Sorting Box	Hammett's	\$7.50
22. All by Herself (Himself)	Hammett's	\$2.50
23. Bean Bags	Hammett's	.35 ea.
24. Hammett's Number Frame and Chart Stand (Abacus)	Hammett's	\$26.00
25. Junior Construction Set	APH	
26. Graded Pegboard	J.A. Preston	\$14.25
27. Knobbed Cylinder Block Set	J.A. Preston	\$11.00
28. Knob Puzzles	Childcraft	\$7.95
29. Small Beads and Strongs	Childcraft	\$2.60
30. Nesting Drums	Childcraft	\$3.50
31. Handy Boxes	Childcraft	\$3.50
32. Play Chips	Childcraft	\$4.75
33. Buttoning Vests (Zipping and Snapping)	Childcraft	
34. Multivariant Sequencing Bead	Developmental Learning Materials	
35. Lacing Cards	Devel. Learn. Materials	
36. Lock and Key on Wood Slab		
37. Mail Box	Samsonite Preschool Toys	\$6.88
38. Mother Goose Mail A Tune	Child Guidance Toy	\$5.88
39. Nesting Blocks (Playskol)	R.H.Stone	\$8.50

MUSICAL INSTRUMENTS (AUDITORY)

1. Autoharp (12 cord)	Childcraft	\$49.95
2. Frass Cymbals	Hammett's	\$3.50
3. Rhythm Band Set	Childcraft	\$15.00-\$65.00
4. Wrist Bells	Hammett's	.85
5. Xylophones	Hammett's	\$6.75
6. Kazoo	5 & 10¢ store	.25

<u>ITEM</u>	<u>STORE</u>	<u>PRICE</u>
7. Rhythm Sticks	Hammett's	.50
8. Drums	Hammett's	\$5.00-\$10.00
9. Ring-a-lings (bells)	Hammett's	\$5.50
10. Triangles	Hammett's	\$1.30
11. Record Player	APH	
12. Head phones	APH	
13. Tape Recorder	APH	
14. Wind-up Music Box Record Player	Fisher-Price #995	
15. Wind-up Radio	Fisher Price	\$2.00-\$3.00
16. Maracas	J.A. Preston	\$2.75
17. Hohner Tambourines	Childcraft	\$4.25-\$5.75
18. Jingle Bells	Childcraft	.50
19. Audi-Ball	APH	
20. Accordion	Proll-o-Tone	\$3.78
21. Penny Whistle	5 & 10¢ store	.25

GROSS MOTOR EQUIPMENT

1. Childcraft Rocking Boat	Childcraft	\$49.95
2. Rock 'n Row	Childcraft	\$74.95
3. Doorway Gym Bar	Childcraft	\$10.95
4. Play All (3-piece curve sections that fit together)	Childcraft	\$34.50
5. Tumbling Mat (4'x5')	Childcraft	\$59.95
6. Tunnel of Fun	Childcraft	\$10.95
7. Blockbusters (cardboard blocks 4"x6"x12")	Childcraft	\$9.95
8. Giant Plastic Blocks	Hammett's	\$27.00
9. Plastic Play Cubes (5 nesting)	Hammett's	\$26.00
10. Rocking Horse (wood)	Hammett's	\$20.00
11. Roll-A-Sphere	Hammett's	\$22.00
12. Scooter boards	Hammett's	\$8.15
13. Fold-a-Gym	J.A. Preston	
14. Trampoline	J.A. Preston	
15. Red Wagon	Childcraft	\$14.75
16. Large Wood Trucks	Childcraft	\$21.50
17. Educubes	Childcraft	\$85.00
18. Doll carriage	J.A. Preston	\$24.50
19. Institutional Tricycle	Childcraft	\$89.95
20. Rubber Kindergarten Balls	Childcraft	.95-1.50
21. Jumping Jimmy	Hammett's	\$12.00
22. Hoola Hoop	5 & 10¢ store	
23. Roller skates ("Zipees")	Samsonite Toys	\$1.58
24. Jump Ropes	Samsonite Toys	
25. Clutch (cloth) balls	R. H. Stone	\$5.25
26. Punching Clown	5 & 10¢ store	
27. Large Rocker (4 children)		

<u>ITEM</u>	<u>STORE</u>	<u>PRICE</u>
Plastic Play Foods	Childcraft	\$3.50- ~~\$6.50~~
Interphone	Childcraft	\$11.95
Crazy Foam	5 & 10¢ store	
Woola Hoop		
Hand Puppets		
Dolls		
Jack-in-the-Box	Mattel	
Punching Bag		
Long-handled dust pan and brush	Childcraft	\$4.95
Portable wading Pool (plastic)	Coleco Industries	
Unbreakable full-length mirror	Childcraft	\$19.95
Imaginative Play Equipment (refrigerator, plastic tea set, stove)	APF	
Work trays		
Stuffed animals		
Little sweeper	Childcraft	\$7.95

RECORD COMPANIES

Children's Music Center, Inc.
5373 West Pico Boulevard
Los Angeles, California 90019

CMS Records, Inc.
14 Warren Street
New York, New York

Columbia Records
CBS, Inc.
51 West 52nd Street
New York, New York

Educational Systems, Inc.
P. O. Box AL
Poslyn Heights, New York 11577

Folkway Records and Service Corp.
701 Seventh Avenue
New York, New York

Kimbo Educational Records
Box 246
Deal, New Jersey 07723

Rhythm Record Company
9203 Nichols Road
Oklahoma City, Oklahoma 73120

Rocking Horse Records
Box 5096
Newark, New Jersey 07105

RECORD LIST

Birds, Beasts, Bugs and Little Fishes,
Animal Folk Songs Sung by Pete Seeger

Burl Ives Sings Little White Duck
and Other Children's Favorites

Cats and Dogs

Developing Everyday Skills Through Movement
and Song (set of 6 albums)

Fun on a Rainy Day

Learning Basic Awareness Through Music

Let's March Along

Little Red Caboose

Lullabies for Sleepy-Heads

Music for 1's and 2's
Songs and Games for Young Children

Noisy and Quiet, Big and Little

Physical Fitness for Pre-School Children

Pre-Physical Education Through Music

Preschool Activities for Young Children

Reading Readiness and Number Readiness

Restland Time for Children

Folkway Records

Columbia Records

Rocking Horse Records

Kimbo Records

Haddon Record Corp.

Educational Systems, Inc.

Rocking Horse Records

Rocking Horse Records

R.C.A.

CMS Records, Inc.

R.C.A.

Rhythm Records

Educational Systems, Inc.

Rhythm Records

Rhythm Records

Rhythm Records

Record List (Continued)

Sesame Street Book and Record

Sesame Street 2 Book and Record

Songs to Grow On - Volume One
Composed and Sung by Woodie Guthrie

The lollipop Tree: Folksongs for Children
Sung by Burl Ives

Walt Disney Mother Goose Nursery Rhymes
by Sterling Holloway

Walt Disney Silly Symphonies

Columbia Records

Warner Brothers Records

Folkway Records

Columbia Records

Disneyland Records

Disneyland Records

Appendix 6.

List of books and pamphlets used in planning for the education of visually-impaired, multi-handicapped preschoolers.

Alpern, Gerald D. and Boll, Thomas J. (eds.), Education and Care of Moderately and Severely Retarded Children: With a Curriculum and Activities Guide, Seattle, Washington: Special Child Publications, Inc., 1971.

Bangs, Tina E., Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide, New York, New York: Appleton-Century-Crofts, 1968.

Bishop, Virginia E., Teaching the Visually Limited Child, Springfield, Illinois: Charles C. Thomas, 1971.

Bluhm, Donna L., Teaching the Retarded Visually Handicapped; Indeed They Are Children, Philadelphia, Pennsylvania: W. B. Saunders Company, 1968.

Braley, William T., Konicki, Geraldine, Leddy, Catherine, Daily Sensorimotor Training Activities: A Handbook for Teachers and Parents of Pre-School Children, Freeport, New York: Educational Activities, Inc., 1968.

Chaney, Clara M., and Kephart, Newell C., Motoric Aids to Perceptual Training, Columbus, Ohio: Charles E. Merrill Publishing Company, 1963.

Cutsforth, Thomas D., The Blind in School and Society: A Psychological Study, New York: American Foundation for the Blind, 1951.

Engel, Rose C., Language Motivating Experiences for Young Children, Van Nuys, California: Educative Toys and Supplies, 1968.

Fraiberg, Selma, The Magic Years: Understanding and Handling the Problems of Early Childhood, New York: Charles Scribner's Sons, 1959.

Gesell, Arnold, et al., The First Five Years of Life: The Preschool Years, New York: Harper and Row, Publishers, 1940.

Ginglend, David R., and Stiles, Winifred E., Musical Activities for Retarded Children: A Handbook for Teachers and Parents, Nashville, Tennessee, Abingdon Press, 1965.

Halliday, Carol, The Visually Impaired Child: Growth, Learning, Development, Infancy to School Age, Louisville, Kentucky: American Printing House for the Blind, 1971.

Karnes, Merle B., Helping Young Children Develop Language Skills: A Book of Activities, Arlington, Virginia: The Council for Exceptional Children, 1968.

Lowenfeld, Berthold, Our Blind Children/Growing and Learning with Them, Springfield, Illinois: Charles C. Thomas, 1956.

Lowenfeld, Berthold (ed.), The Visually Handicapped Child in School, New York, New York: The John Day Company, 1973.

Napier, Grace D. and Weishan, Mel W., Handbook for Teachers of the Visually Handicapped, Louisville, Kentucky, American Printing House for the Blind, 1970.

State of Illinois, Preschool Learning Activities for the Visually Impaired Child: A Guide for Parents, Springfield, Illinois: Instructional Materials Center, 1973.